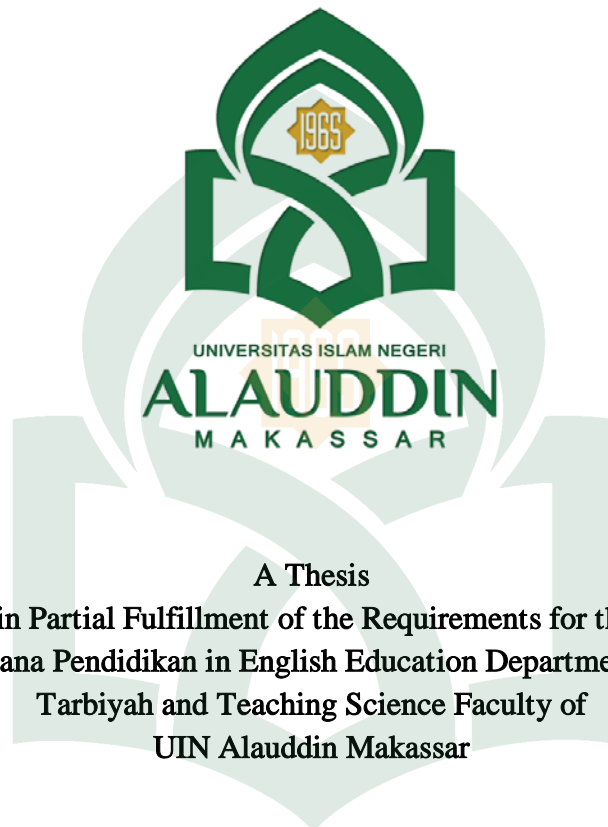


**THE USE OF PEGWORD METHOD IN TEACHING
VOCABULARY AT THE SECOND GRADE OF SMP GUPPI
SAMATA**



A Thesis

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar**

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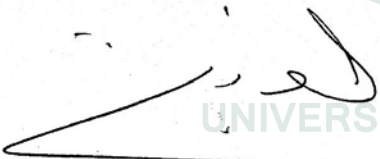
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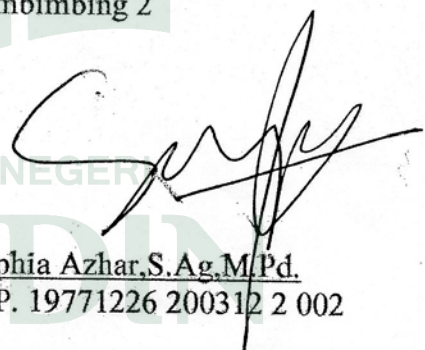
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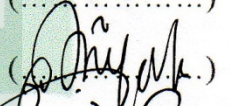

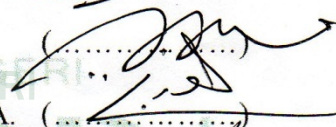



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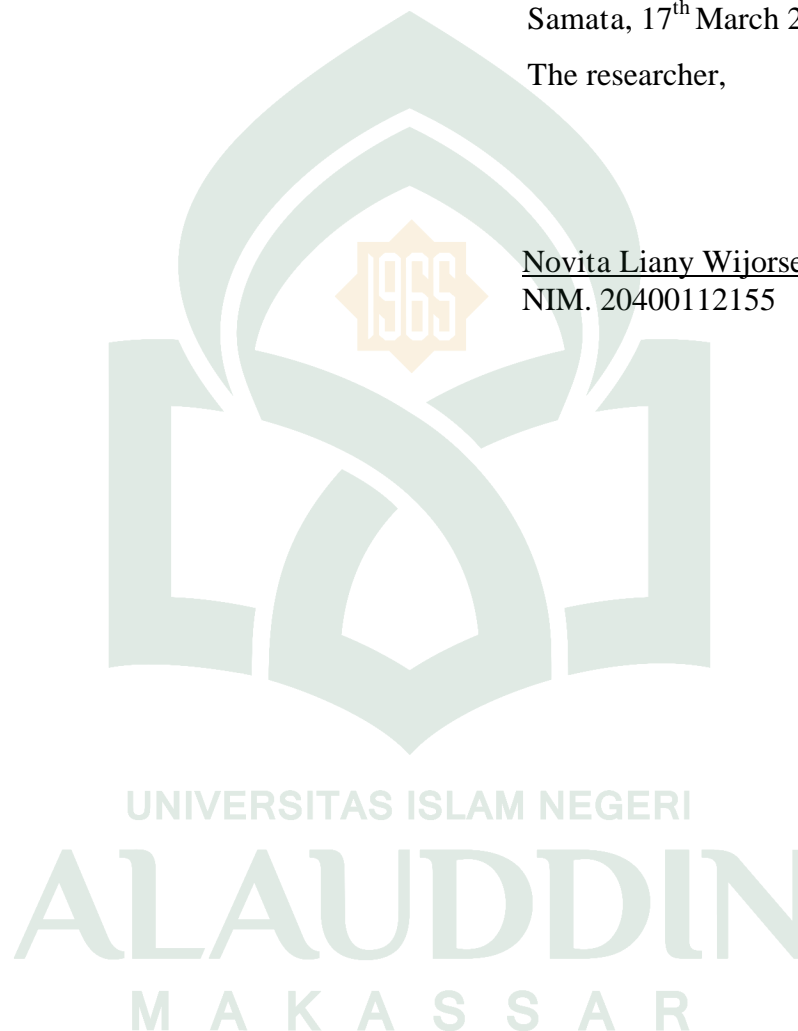


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ABSTRACT

Name : NOVITA LIANY WIJORSE
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Department/faculty : English Education/Tarbiyah and Teaching Science
Title : *The Use of Pegword Method in Teaching Vocabulary at
The Second Grade of SMP Guppi Samata.*
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The objective of this research was finding out the significant improvement of the students' vocabulary mastery using Pegword method to the second grade of Students of SMP Guppi Samata.

This research employed quasi-experimental namely non-equivalent control group design with the pre-test and the post-test. There were two variables in this research; they were independent variable (Using Pegword Method) and dependent variable (Teaching Students' vocabulary).

The result of the research indicated that there was a significant difference between the students' post-test in experimental class and that in control class. The mean score of the post-test (70.5) in experimental class was greater than the mean score of the post-test (63.2) in control class. The standard deviation of the post-test (3.83) in experimental class and the standard deviation of the post-test in control class (9). From the t-test, the researcher found that the result of independent samples test in sig.(2-tailed) (0.002) was lower than the level of significance (0.05) with degree of freedom (df) $40 - 2 = 38$.

Based on the finding and discussion of the research, the researcher concluded that using Pegword Method was effective toward the students' vocabulary mastery improvement and applicable in teaching vocabulary.

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is an important part of learning language. Besides pronunciation and grammar, the most important component in teaching language is vocabulary, without having great quantities of vocabulary people cannot communicate their ideas. The more words people know, the more people will be able to understand what they hear and read, and the better they will be able to say what they want to when speaking or writing. Language is composed words and sentences. If the students has acquisition of vocabulary, their language become very rich and effective.

Without understanding the vocabulary, people are unable to grasp the idea while listening, reading comprehension when reading, say something at the time of speaking, and writing words that have a specific purpose at the time of learning writing skills. In essence, the English vocabulary can be considered as key element in a learning. Vocabulary mastery must be acquired by student in order to get other competencies like listening, speaking, reading and writing. In order words, vocabulary mastery takes an important role in mastering the four basic skills of English.

According to Badiano (2003) vocabulary is more important than grammar in the communication. It is logical enough than without grammar very little could be conveyed, but without vocabulary impossible could be conveyed. The students cannot convey their ideas in written forms and oral or other skill like reading, speaking, and listening and they cannot catch someone's ideas with limited vocabulary.

In this case, researcher focused on vocabulary as one of the elements to know and understand the language. The reason of the researcher because some students still lack the vocabulary, especially for a learners in junior high school. In developing students' ability to master the English language cannot be separated from the mastery of vocabulary. Teaching students to master the vocabulary really need a lot of things including learning strategies in the classroom and the appropriate methods to improve students' vocabulary.

According to the researcher's preliminary study through interview to the students of SMP Guppi Samata on October 7th 2016, the student was difficult to memorize vocabulary because the method was boring and uninteresting. In fact, this problem arose because students fear of being wrong in the English language, so they were nervous. Actually, those problem can be solved if the teacher could be more creative in teaching. In this case, teacher needs to make the students feel interested to learn vocabulary.

There are several methods, techniques, approaches, or games to improving students' vocabulary mastery. One of them is pegword method which is usually used in improving vocabulary mastery. Pegword method is a part of mnemonic strategies. Before knowing more detail mnemonic, the first need to know about memory. Hearing the word memory, it was not a foreign word. In everyday life activities that people cannot be separated from the process of remembering. Especially in learning, it seemed there would be not learning without memory. Once the importance of memory in the learning process so that if people want to succeed in learning people should be able to remember it well.

Memory is the mental process that includes encoding, storage, and recall of information and knowledge that are all centered in the brain. Memory is divided into two, namely the natural memory and artificial memory. Natural memory is a talent that is obtained from birth while the artificial memory is the memory that is obtained through a process of learning.

A person's memory is influenced by several factors: their interference with the processing of memory, psychological conditions and physical factors or health. Tidiness in storing a variety of information is key if the information is stored or not. To save the information properly, people can use the method of mnemonics or (method of remembering). Basically boosters or mnemonic memory is a tool for remembering. Mnemonics are always using the principle of association, information that in mind associated with any other information that is easy to remember. One

strategy that can be used to optimize the storage of information in memory is to use association. Association is a strategy that connects between the two biator more information. Because associative recall work, then what people need to do is make creative associations between two or more bits of information (Lannymuklim's blog, 2016).

According to Eric Jeansen (2002) mnemonic is a method to help remember large amounts of information involving three elements of encoding, maintenance, and recall. By applying some mnemonic techniques to remember things or information. Memory process will be easier, because mnemonic always use the principle of association (link) with something else. In a mnemonic technique or memory enhancement, the proper functioning of the right brain to be activated, because the children are trained to create a story, song or rhythm and imagination so that someone will easily remember an information, notes, and others that have been studied. Benefits of using mnemonic in teaching is to help students remember, help students learn, support the learning process interesting, and raise students' motivation.

Mnemonic strategies are strategy and techniques that aid in memory. A pegword mnemonic connects a number with a rhyming word that can be visually depicted. These visual images are then used to help students remember word. According to Maghy (2015), the pegword method uses two stages process. The first stage, learners are asked to learn 10 number-rhyming pairs (e.g., one is a bun, two is

a shoe, and three is a tree, etc.). The second stage, learners are given a picture or asked to visualize the to-be-remembered item linking the rhyming words.

Pegword method is a method that used set of words in similar sound. The researcher assumes that it will be easier for students to memorize the new word. This method will be effective in enriching students' vocabulary mastery. So, the researcher tries to use this method to improve students' vocabulary mastery. Pegword method are used to help students remember information in a particular order. These words are substituted for the number to be remembered and associated with the other information.

Based on the explanation above, the researcher was going to do a quasi-experimental research entitled *“The Use of Pegword Method in Teaching Vocabulary at the Second Grade of SMP Guppi Samata”*.

B. Research Problem

Based on the background that has been explained previously, the researcher formulated the problem as follow “Is the use of pegword method effective toward the improvement of the students' vocabulary mastery at the second grade of SMP Guppi Samata ?”

C. Research Objective

Related to the problem statement above the research objective was to find out the effectiveness toward the improvement of the students' vocabulary mastery using Pegword Method at the second grade of SMP Guppi Samata.

D. Research Significance

The study was expected to give incredible contribution and benefit theoretically and practically:

1. Theoretical Significance.

The researcher expected to support the existing theoris and empirical evidence of the working knowledge and principles of English language teaching especially in teaching vocabulary using pegword method. The result of this research was expected to give empirical evidence in applying pegword method that can improve students' learning especially in vocabulary mastery at the second grade of SMP Guppi Samata.

2. Practical Significance

- a. For the students, this research was expected to help the students to improve their vocabulary mastery.
- b. For the teachers, the researcher hoped this research can help the teacher to improve students' achievement. It was also expected to be useful for English teachers to provide an alternative solution to solve the problems in teaching vocabulary.
- c. For the next researcher, this research was expected to give great contribution to the other researchers as a reference for further studies on a similar topic.

E. Research Scope

Scope of the research was focused to improve vocabulary mastery of students by using pegword method and the teaching material were verb and noun.

F. Operasional definition of term

To make the understanding about the tittle of this thesis easier, the researcher explained some technical terms in the tittle:

1. Vocabulary Mastery

Vocabulary mastery is a skill and knowledge of students that allow to do, use and understand the set of words in verb and noun vocabulary including meaning and usage.

2. Pegword method

Pegword method is a method to remembered words through rhyming words connected to number which similar sound.

CHAPTER II

LITERATURE REVIEW

In this section, the researcher tries to present the review of several related literatures dealing with some related research findings, and some pertinent ideas.

A. Some Previous Related Research Findings

Richmond et al (2008) conducted a research in “*Transfer of the Method of Loci, Pegword and Keyword Mnemonics in the Eighth Grade Classroom*”. The goals of this study were to investigate the use of the method of loci, pegword and keyword mnemonic to study eighth-graders’ ability to transfer use of these mnemonic under specific and general transfer condition. As demonstrated by this study, the loci method, pegword and keyword mnemonic may be successfully by used to study different content that is similar and dissimilar to the originally studied information.

Dr. Sita Ram Pal et al (2014) in their research “*Teaching Language through Mnemonics Programme in pre-school Children*”. In their research on the effectiveness of mnemonic strategies has consistently prove their usefulness it however recommends language teachers not to present word in isolation, but rather use these device in contextual vocabulary learning. The choice of strategies however depends on the students’ proficiency and learning style.

Maghy S.J (2015) in her research “*Effectiveness of mnemonics on Achievement of Students’ in Mathematics at Highschool level*”. He concluded the

details of the analysis of data shows that when compare to lecture method of teaching, there exist an effect of mnemonics on, achievement of students in mathematics. From the analysis it is very clear that mnemonics method of teaching is superior to lecture method of teaching it also helps to reduce the difficulty of students in learning mathematics. Hence this strategy can be effectively use in our present classroom set up ant the package is relevant and significant. It can make the students' motivated and the classroom interesting.

For this research, the researcher has a different method to improve the students' vocabulary mastery that is pegword. To compare with the findings above, the researcher conducted a research with different setting and design. The researcher conducted a research to improve students' vocabulary mastery . This researcher took place at second grade of student SMP Guppi Samata. The researcher used quasi-experimental design namely nonequivalent control group design with pre-test and post-test.

B. Concept of Vocabulary and Pegword Method

1. Definition of Vocabulary

Before the researcher explains further about vocabulary, it is better to explain the meaning of vocabulary itself. Based on the book of D.J Henry and Susan Pongratz entitled "Developing Vocabulary", vocabulary is the words used or understood by people. According to Webster (2003) stated that

vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order that expired at distally, grouchy.

Also, Kathlen in Marsuni (2005) stated that vocabulary is ability to recognize individual letters that form a word. While Penny Ur in Amiruddin (2004) said that vocabulary can be defined roughly as the words we teach in the foreign language”.

Vocabulary is the content and function words of language which are learned through by that they become a part of the child’s understanding, speaking, reading, and writing. Second, vocabulary is words having meaning when hard or seen even though the individual produces it when communicating with others (Brown, 2004).

Based on some definitions above, the researcher concludes that vocabulary is a list of word with their own meaning which makes up a language to be used by the people to communicate with each other.

2. Types of Vocabulary

(Dewang, 2016) Word in language is a small element, which could make up a language and function to express an idea. Some experts have classified vocabulary in some ways:

- a. Passive or recognition vocabulary, which is made up the words, one recognizes in the context or reading material but he does not actually use himself.

- b. Active vocabulary which consists of working words is used daily in writing and speaking.

Harmer (1991) also divided vocabulary into two types:

- a. Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.
- b. Passive vocabulary refers to words, which students will recognized when they met them but they will probably not be able to produce.

Good in Suryaningsih (2005) divided vocabulary into four parts, namely:

- a. Oral vocabulary consists of word actively used in speech that comes readily to the tongue of the one's conservation.
- b. Writing vocabulary is stock of words that comes readily to one's finger vocabulary. It commonly used in writing.
- c. Listening vocabulary is stock of words, which a person can understand when hear it.
- d. Reading vocabulary is the words where the people can recognize when they find it in written material.

Schall in Amiruddin (2004) classified vocabulary into three types, namely:

- a. Active vocabulary, the words are customarily used in speaking.
- b. Reserve vocabulary, the words we know but we are rarely used them in ordinary speech. We use them in writing letter and searching for synonym.

- c. Passive vocabulary, the words are recognize vaguely but we are sure of the meaning never use them is either speech or writing, we just know them because we see them before.

The linguist Leggett (1982) point out, there are two types of vocabulary:

- a. Passive or recognition vocabulary, which is made up the words, one recognizes in the context of reading material but he does not actually use himself.
- b. Active vocabulary which consists of working words is used daily in writing and speaking.

(Dewang, 2016) The Importance of Vocabulary

The mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, and so on. Whether is orally or in written to other people, talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills.

In listening, vocabulary is used to understand someone's speech or what someone says. It is very hard for us to catch what someone says if we just know the construction of sentence without knowing the words.

In speaking, vocabulary is used to express our ideas or feelings to the others orally. The words that we have influence how effective the communication runs.

In reading, it is used to understand the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her, reading activity. It is impossible to understand passage unless he/she knows the meaning of words used in the passage.

In writing, the researcher uses vocabulary (words) to develop idea. A researcher should choose the words clearly and accurately to express idea. Without knowing much vocabulary, we cannot develop our writing because we are limited on vocabulary mastering.

3. Principles teaching and learning of vocabulary

According to Wallace (1984) the principles of teaching and learning vocabulary are:

a. Aims

First, the teacher has to be clear about his or her aims : how many of the things listed does the teacher expect the learners to be able to do ? with which words ? unless the teacher is clear on this point, it will be difficult to assess hoe successful or otherwise the vocabulary learning has been.

b. Quantity

Second, clearly the actual number will depend on a number of factors varying from class to class and learner to learner. If there are too many new words, the learners may become confused, discouraged, and frustrated.

c. Need

We have already discussed some of the criteria that can be used, such as frequency, availability and learnability. In most cases the choice will be made for the teacher by the course-book or syllabus he is using.

d. Frequent exposure and repetition

It is seldom, however, that we remember a new word simply by hearing it once. There has to be a certain amount of repetition until there is evidence that the student has learned the target word. The simplest way of checking that this learning has been done is by seeing whether the student can recognize the target word and identify its meaning.

e. Meaningful presentation

In presenting the vocabulary lesson, the students must have a clear and specific understanding of what word denotes or refers to. This requires that the words presented in such away their denotation and references are perfect and unambiguous.

f. Situational presentation

The words presented are appropriate to the students situation with a favorable condition, enough time consuming and convenient method, the students will automatically succeed in learning vocabulary.

g. Presenting

Words very seldom occur in isolation, so is important for the students to know the usual collation that the words occur in. so, from the very beginning the words must appear in its natural environment as it were among the words naturally collates with. Collation are words which are commonly associated.

h. Learning vocabulary in the mother tongue and in the target language.

There are five steps to learn or to achieve vocabulary in the mother tongue and the target language as follow : (1) there is a felt need, (2) the mother tongue learning learner mostly controls his own rate of learning, (3) the mother tongue is exposed to an enormous quantity of his own language and has tremendous scope. For repetition of what students learn, (4) the language is nearly always encountered in appropriate context, and (5) since the words are learned as they arise of a felt need in particular situation in which they usually have a clear denotation.

i. Inference procedures in vocabulary learning

Inference is also one of strategies in learning vocabulary in which the learners are a head on a practice by using a definite knowledge to have a clear

understanding if the words by listening or reading then used in certain context and certain situation.

4. (Hendry, 2007) Pegword method definition

Pegword is a memory aid that works by creating mental associations between two concrete objects in a one-to-one fashion that will later be applied to to-be-remembered information. Typically this involves linking nouns to numbers and it is common practice to choose a noun that rhymes with the number it is associated with next word. These will be the pegs of the system. These associations have to be memorized one time and can be applied repeatedly to new information that needs to be memorized. Like all mnemonics, the pegword method utilizes the principle of learning and recalling new information by association with familiar facts. In this case the method makes use of association with numbers, counting from one to ten to remember the new information. The strategy is most efficient for remembering a list of information in a particular order.

The pegword method is a good method to use when the students must remember a number of things such as five reasons they should conserve energy. Pegword are words that rhyme with number words. Each pegword is substituted for a number word and is then associated with the information to be remembered. The students can use any word as a pegword as long as it rhymes with a number word.

Below are suggested pegwords for the number words one through ten. The students can substitute their own number words.

Jeannet L. Nolen describe the rhyming peg-word system is very simple, as stated above and could look something like this:

- 1-gun Visualize the first item being fired from a gun
- 2-shoe Visualize an association between the second thing and a shoe
- 3-tree Visualize the third item growing from a tree
- 4-door Visualize the 4th item associated with a door
- 5-hive Visualize the fifth item associated with a hive or with bees
- 6-bricks Visualize the sixth item associated with bricks
- 7-heaven Visualize the seventh item associated with heaven
- 8-weight (or height) Visualize the 8th item on a weight (or height) as if you are heavy (or high)
- 9-wine Visualize a glass containing the 9th item
- 10-hen Visualize the 10th item associated with a chicken.

Pegword itself is a technique which develops from mnemonic method. Mnemonic method is a way to help students remember informations/vocabulary more effectively and easily. Andrew M colman (Oxford Dictionary of Psychology, 2008) states a flexible and effective mnemocic for memorizing long list of items in a specific numerical sequence by forming mental association with a list of word that

already known or can be generated to order. a popular set of pegword , easy to remember because the rhyme with the names of the first ten natural numbers.

Bedworth (The Dictionary of Health Education, 2009) states mnemonic device that involves associating a new item with a previously learned item. In simply way, pegword technique is developed in teaching vocabulary. Pegword is a part of mnemonic method which is set using number and word in pair.

5. Defenition of Mnemonic

Mnemonic is an instructional strategy designed to help students improve their memory of important information. This technique connects new learning to prior knowledge through the use of visual and or acoustic cues. The basic types of mnemonic strategies rely on the use of key word, rhyming words, or acronyms.

6. Defenition of Memory

Memory is the term given to the structures and processes involved in the storage and subsequent retrieval of information. According to Matlin (2005) Memory is the process of maintaining information over time. Memory is involved in processing vast amounts of information. This information takes many different forms, e.g. images, sounds or meaning.

C. Theoretical Framework

Vocabulary is central in teaching language. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is an element supporting English language component skills. If the students have more vocabulary, it will make them easily in expressing their ideas, feelings, emotions, and so forth. Without vocabulary mastery, the students will have problem in studying English. It means that vocabulary mastery is very important in the process of teaching and learning English.

Most students feel bored and not interested in the methods of memorizing vocabulary. The students' only use the current dictionary to translate word by word. It does help them to translate, but this activity makes them bored and not interested to memorizing they had found in the dictionary. This problem is considered normal by the students, but the consequences are very great for them, because of a lack vocabulary students can be bad for the learning process in the classroom. Students will be very difficult to follow the learning process because students cannot understand what is conveyed by the teacher. It will continue lead the students no longer interested in learning English.

The students may try to engage their learning process, but classroom atmosphere conducive also affects the learning process. Classroom atmosphere is comfortable and not noisy can increase the concentration of students in learning. With conditions comfortable and enjoyable class students can be more relaxed to learn.

The Peg memory systems are ideal for remembering information that must be recalled in a particular order. Like all memory systems, the Pegword systems improve people memory by creating a filing cabinet in their mind. They work by associating information people already know well (the numbers 1 through 20, and the letters A through Z) with the new facts you want to remember. If people could associate a piece of information with the number "5", then simply thinking of "5" would give people back that fact. In other words, because people will never forget how to count from 1 to 10, associating information with those numbers creates a mental filing system for the information.

The Number-Rhyme Peg system is perhaps the easiest peg memory system to learn. For each of the numbers from 1 to 10 (and even up to 20, really), people associate with each number a word that rhymes with that number. Most people find this very easy to do. The simple use of the Number-Rhyme Pegs is to memorize a straight list of ten objects. However, this system can be used to memorize much more, including lists of sayings,

concepts, technical terms, definitions, vocabulary, steps in a procedure, and so on.

The researcher believes that pegword method improved the students' vocabulary mastery. According to Solso in Mohammad (2011) pegword is a method or device, either verbal or visual that serve to improve the storage of new information and the recall of information contained in memory. Pegword has been proven to be extremely effective in helping people remember things. If material is presented in a way which fits in or relates meaningfully to what is already known, then it will be retained for relatively long periods of time and thus retrieval through clues becomes quite easy. In other words, by using pegword method teacher can related new information to information students already have stored in their long-term memory. For vocabulary learning, they are used to relate the word to some previously learnt information. Addition to Thompson in Mohammad (2011) stated similarly acknowledging the usefulness of pegword devices by stating that they can help learners learn faster and recall better by association with new information.

D. Hypothesis

Based on the research focus, the researcher hypothesis was “There is significant improvement of the students’ vocabulary using pegword method at the second grade of SMP Guppi Samata”.



CHAPTER III

RESEARCH METHOD

This chapter presents about the research design, research variable, population and sample, and research instrument, procedures of collecting data, and technique of data analysis.

A. Research Design

The researcher used the quasi-experimental design namely non-equivalent control group design with pre-test and post-test (Jackson, 2009). In this research, there were two classes; experimental class and control class. In executing this research, the researcher used pre-test and post-test in both experiment and control class. The treatment of the pegword method was given only in experimental class. After the treatment, the post-test was given in both experimental class and control class. The post-test was administered to see the achievement. The comparison between the pre-test and post-test score depends on the how the researcher conducted the treatment to be success. The design was:

Figure 2. Research design

E	O ₁	X	O ₂
C	O ₃		O ₄

Notes:

E = experimental class

C = control class

O₁ = the result of the students' pre-test in experimental class

O₂ = the result of the students' post-test in experimental class

O₃ = the result of the students' pre-test in control class

O₄ = the result of the students' post-test in control group

X = the treatment by using pegword method

(Jackson, 2009)

B. Research Variables

According to Arikunto (2013), the kinds of variable that correlated with the research design consisted of two variables: independent and dependent variable.

1. Independent variable

Independent variable is a variable that influenced another variable to achieve the researcher expectation. In this research, the independent variable was the use of pegword method.

2. Dependent variable

Dependent variable is the result that expected through implement of the independent variable. The dependent variable that observed in this research was students' vocabulary mastery.

C. Research Participants

1. Population

Tiro (2011) defines population as the whole certain aspect of characteristic, phenomenon, or concept that becomes a limelight. Population in this research was the second grade of SMP Guppi Samata. The number of the classes of population were two classes. Total of population of the second grade was 46 students.

2. Sample

Tiro (2011) states that sample as a number of members which is taken from population. He continues that amount of sample is given by the number of data or observation in sample itself. Thus, the researcher used clustered sampling technique. Cluster sampling technique involves the random selection of groups that already exists.

The researcher choosed two of the registered classes of the second grade students of SMP Guppi Samata as the sample of the research. The numbers of respondents chosen as the sample were about 20 students in experimental class and 20 students in control class. Total amount of respondents both of experimental and control class were 40 students.

D. Research Instrument

To help obtain the data, research instruments employed in this research were pre-test and post-test. Test is a collection of question or exercise with another tool

that used to measure skills, intelligence abilities, capabilities or aptitudes of an individual or group (Arikunto). In this research, the test was taken from vocabulary materials. The test consisted of pre-test and post-test. The students were given pre-test before the treatment. Pre-test used to find out the students' vocabulary mastery and it was given to the students at the first meeting before giving the treatment. Post-test was used to know whether there was an improvement of the students' vocabulary mastery after being treated pegword method to the experimental class while the control class used conventional method.

E. Procedure of Collecting Data

a. Pre-test

In the first meeting, pre-test was given to the experimental class is to measure the students' vocabulary mastery. Types of the test were multiple-choices and fill the blanks. The researcher distributed the test and answer sheet to the students in both experimental and control class. The students has to answer what they see.

b. Treatment

After giving pre-test, both experiment and control class was given treatment. In the experiment class applied pegword method while in the control class applied memorizing method. Both of them was given treatments for ten times.

Related to peg word method, the procedures of the treatment in classroom were:

- a. The researcher showed to the students about the vocabulary materials.
- b. The researcher explained the rule of the teaching and learning activities.
- c. The researcher showed the teaching and learning media (picture, realia, ect).
- d. The researcher explained 10 number-rhyming pairs (e.g., one is bun, two is a shoe, and so on).
- e. The researcher asked the students to learn the 10 number-rhyming pairs.
- f. The researcher gave a picture or asked the students to visualize and remember or memorize the item linking the rhyming words.

Related to conventional method, the procedure of the treatment in classroom were:

- a. The researcher showed to the students about the vocabulary materials.
- b. The researcher explained the rule of the teaching and learning activities.
- c. The researcher showed the words.
- d. The researcher explained the words and the students have to memorize the words.

3. *Post-test*

After giving the treatment, both experiment and control class was given post-test. It has purpose to figure out whether the use of pegword method was effective to improve students' vocabulary mastery.

F. Techniques of Data Analysis

To analyze the data, the researcher applies some steps:

1. The formula used in scoring the students' correct answers was

$$\text{Total grade} = \frac{\text{Total correct}}{\text{Total items}} \times 10$$

(Brown, 2014)

2. The scale used in classifying the students' score is

Table 1. Classifying the Students' Score

No	Score	Classification
1	90 – 100	Excellent
2	80 – 89	Good
3	70 – 79	Adequate
4	60 – 69	Inadequate/unsatisfactory
5	Bellow 60	Failing/unacceptable

(Brown, 2004)

3. The formula used in computing the mean score of the students was

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = Sum of all score

N = Total number of students

(Tiro, 2011)

4. The formula used in calculating the standard deviation was

$$SD = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N_1}$$

Where: SD = standard deviation

SS = the sum of square

N = total number of the subjects

$\sum X^2$ = the sum of all square; each score is squared and all the squares are added up

$(\sum X)^2$ = the square of the sum; all the scores are added up and the sum is square

(Gay, 1990)

5. The formula used in finding out the difference between students' score in pre-test and in post-test was

$$t = \frac{\overline{X^1} - \overline{X^2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where: $\overline{X^1}$ = Mean score of experimental group

$\overline{X^2}$ = Mean score of control group

SS_1 = Sum of square of experimental group

SS_2 = Standard Deviation of control group

n_1 = Total number of experimental group

n_2 = Total number of control group

(Tiro, 2011)

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly presents the findings of the research which were presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings. In this chapter, the reseracher analyzed the data consisting of the result of pre-test and post-test either in experimental class or control class.

A. Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The vocabulary test consisted of pre-test and post-test. The pre-test was given to find out the students' vocabulary ability before presenting Pegword Method, and the post-test was given to find out the improvement of the students' vocabulary ability after giving the treatment.

1. The Classification of Students' Pre-test Scores in Experimental and Control Class

The next page table shows the distribution of frequency and percentage of the final score of the students' vocabulary ability at the second grade of SMP Guppi Samata in pre-test and post-test in experimental class.

Table 2
The distribution of frequency and percentage score of
experimental class score in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90 – 100	0	0%
2.	Good	80 – 89	0	0%
3.	Adequate	70 – 79	1	5%
4.	Inadequate/unsatisfactory	60 – 69	9	45%
5.	Failing/unacceptable	Bellow 60	10	50%
Total			20	100%

Table 2 above shows the rate percentage of score of the experimental class in pre test from the 20 students, based on the table there was only 1 (5%) student that had a good ability about vocabulary. There were 95% students had poor ability in vocabulary. It means that most of them has not ability about vocabulary.

Table 3
The distribution of frequency and percentage of
control class score in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90 – 100	0	0%
2.	Good	80 – 89	2	10%
3.	Adequate	70 – 79	0	0%
4.	Inadequate/unsatisfactory	60 – 69	3	15%
5.	Failing/unacceptable	Bellow 60	15	75%
Total			20	100%

Table 3 shows the rate percentage of score of the control class in pre test from the 20 students, the fact that the result of control class was

better than experimental class. There were 2 students who obtained good score if compare with experimental class which even did not have any students in good level. Overall, the students were still in same situation, many of them were bad at vocabulary.

2. The Classification of Students' Post-test Scores in Experimental and Control Class.

The following table shows the distribution of frequency and percentage of final score of teaching vocabulary the second grade of SMP Guppi Samata in post-test for experimental and control class.

Table 4
The distribution of frequency and percentage of experimental class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90 – 100	0	0%
2.	Good	80 – 89	0	0%
3	Adequate	70 – 79	14	70%
4.	Inadequate/unsatisfactory	60 – 69	6	30%
5.	Failing/unacceptable	Bellow 60	0	0%
Total			20	100%

The rate percentage of score of experimental class in post-test from 20 students as table 4 above shows the fact that there was an improvement in students of experimental class. Having been teaching for ten meetings, the result was clearly different with pre test. Mostly of the students obtained adequate score (70%) and none of the students obtained failing score.

Based on the result above, it can be concluded that the rate percentage in post-test was greater than the rate percentage in pre-test which indicated students' improvement in teaching vocabulary after used pegword method.

Table 5
The distribution of frequency percentage of
control class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90 – 100	0	0%
2.	Good	80 – 89	2	10%
3.	Adequate	70 – 79	4	20%
4.	Inadequate/unsatisfactory	60 – 69	10	50%
5.	Failing/unacceptable	Bellow 60	4	20%
Total			20	100%

While, the rate percentage of score of the control class in the post test from the 20 students as table 5 above shows, there were 2 (10%) students obtained good score. But, There were 4 (20%) of the students obtained failing score.

Based on the result above, it can be concluded that the rate of frequensi and percentage of the students who had significant improvement in the experimental class was greater than the control class.

Although for both of the class improved.

3. The Mean Score and Standard Deviation of Experimental Class and Control Class in Pre-test and Post-test

After calculating the result of the students score, the mean score and standard deviation of both classes can be presented in the following table.

Table 6
The mean score and standard deviation of experimental class and control class in post-test

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	51.7	3.83	70.5	3.83
Control	51.4	15.48	63.2	9

The table 6 above shows that, the mean score of experimental class in pre-test was (51.7) and the standard deviation of experimental class was (3.83), and the mean score of control class in pre-test was (51.4) and its standard deviation was (15.48). While the mean score of experimental class in post-test was (70.5) and the standard deviation of experimental class was (3.83), and the mean score of control class in post-test was (63.2) and its standard deviation was (9). It can be concluded from both of the tests; the experimental class obtained the greater mean score in the post test than the control class.

Table 7
Independent Samples Test of Pre-test in experimental class and
Control Class

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.017	.897	.066	38	.948	.30000	4.56387	-8.93908	9.53908
Equal variances not assumed			.066	37.159	.948	.30000	4.56387	-8.94595	9.54595

The table 7 above shows that the value of sig.(2-tailed) between pre-test in experimental class and control class was (0.948). Based on the statistical interpretation, sig.(2-tailed) $0.948 > 0.05$ concluded that there was not significant improvement in students' vocabulary ability before using Pegword Method in experimental class and control class.

Table 8
Independent Samples Test of Post-test in
Experimental and Control Class

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	9.454	.004	3.337	38	.002	7.30000	2.18740	2.87183	11.72817
Equal variances not assumed			3.337	25.669	.003	7.30000	2.18740	2.80090	11.79910

The table 8 above shows that the value of sig.(2-tailed) post-test between experimental and control class was (0.002). Based on the statistical interpretation, sig.(2-tailed) $0.002 > 0.05$ concluded that there was significant improvement in students' vocabulary ability without using Pegword Method in control class.

The result of the independent sample t-test analysis shows that there was significant difference between the experimental class who obtained treatment by using pegword method in teaching vocabulary with the control class who obtained treatment by conventional method. The statement was proved by the

result of the sig.(2-tailed) (0.002) which lower than the level of significance 5% (0.05) and the degree of freedom $(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$.

B. Discussion

As a researcher's view, students enjoyed teaching process using pegword method. This was obviously appeared when researcher showed up the picture to students, the students enthusiastic to guess the word of those pictures. The students also more and more interesting in learning vocabulary. Pegword method is a suitable method applied in the classroom in teaching vocabulary. This strategy helped the students to improve their vocabulary mastery.

In this study, several things have been inferred logically. ***First***, for both classes, they were inclined to have similar problems in vocabulary process. For example, when they were conducting a pre-test, most of them had inadequate and failing score. ***Second***, before applying Pegword Method in experimental class, the students' ability was similar. Most of the students were in the lowest level; inadequate and failing score, the least of them were in adequate, good and excellent score. ***Third***, after applying Pegword Method, students in experimental class showed their improvement. Most of them are in excellent, good, and adequate score. On the other hand, none of them was in the failing score.

Analysis of the mean score gap in the post-test between the experimental and control class ensured if the method used was effective. The mean score of the experimental class was 70.5 and 63.2 for control class. It means the gap of the students' score of the experimental and control class is 7.3. Furthermore, the analysis of sig.(2-tailed) (0.002) was lower than the level of significance 5%

(0.05). The explanation of the gap between the two classes indicated that the experimental class showed high improvement than the control class. It means that there was significant improvement of the students' vocabulary mastery using Pegword method to the Second Grade of SMP Guppi Samata, so the alternative hypothesis (H_a) was accepted.

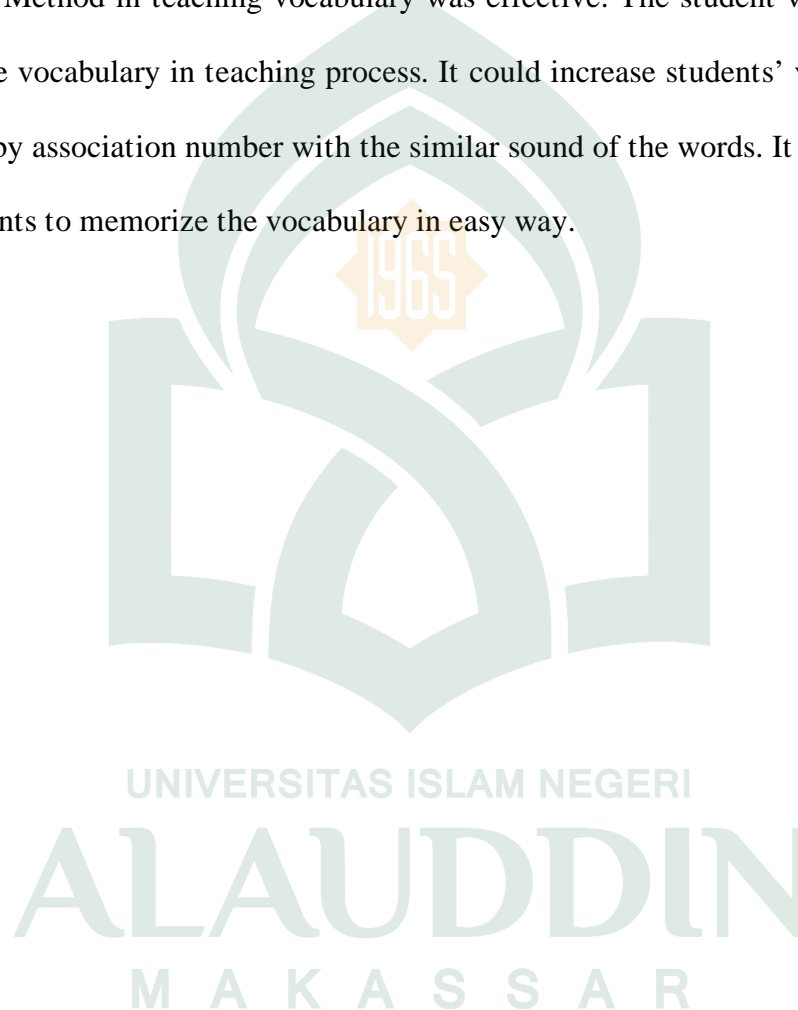
To sum up, based on the result of this study, which shows the students' scores were much higher after the treatment in experimental class using Pegword Method. The use of Pegword Method was surely beneficial to improve the students' vocabulary mastery.

Some statements from experts that can support this thesis. Solso in Mohammad (2011) said that pegword method is suitable to improve the storage of new information and the recall of information contained in memory. Pegword has been proven to be extremely effective in helping people remember things. If material is presented in a way which fits in or relates meaningfully to what is already known, then it will be retained for relatively long periods of time and thus retrieval through clues becomes quite easy.

Furthermore, Andrew M colman (2008) states pegword method is flexible and effective for memorizing long list of items in a specific numerical sequence by forming mental association with a list of word that already known or can be generated to order a popular set of pegword , easy to remember because the rhyme with the names of the first ten natural numbers. The pegword method utilizes the principle of learning and recalling new information by association

with familiar facts. In this case the method makes use of association with numbers counting from one to ten to remember the new information.

In summary, the researcher asserted that Pegword Method is one of various method that useful in teaching vocabulary. There is point that make Pegword Method in teaching vocabulary was effective. The student was able to memorize vocabulary in teaching process. It could increase students' vocabulary mastery by association number with the similar sound of the words. It could help the students to memorize the vocabulary in easy way.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as few suggestions of this study. Suggestions and conclusions were taken based on findings in this research.

A. Conclusion

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

Teaching vocabulary by using pegword method to the second Grade of SMP Guppi Samata was improve significantly. It means that the research hypothesis (H_a) was accepted. The improvement can be seen through the statistical analysis that the result of sig.(2-tailed) (0.002) was lower than the level of significance 5% (0.05).

B. Suggestions

Considering the conclusion, the researcher puts forward some suggestions as follows:

1. Pegword method is suggested to use this strategy for teacher as an appropriate strategy in teaching students' vocabulary.
2. Pegword method is suitable for the beginner in English to increase their vocabulary mastery.
3. This method can be used as reference for next researcher in conducting research of english to look for another benefit of pegword method, so that english teacing especially vcabulary become easier.

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APPENDIX A
The Row Score of the Students' Pre-test and Post-test
in Experimental Class

No	Respondents	Pre-test	Post-test
		Score (X)	Score (X)
1	RA	64	68
2	FT	68	78
3	BA	62	68
4	MR	68	70
5	WH	60	72
6	NIN	44	70
7	RR	44	70
8	S	36	74
9	Y	40	70
10	SF	32	68
11	NH	36	70
12	SR	32	68
13	NFS	60	72
14	RM	60	72
15	R	60	78
16	SA	60	70
17	NIB	72	72
18	N	40	60
19	NHB	56	68
20	NI	40	72
Total		1.034	1.410

APPENDIX B

The Row Score of the Students' Pre-test and Post-test in Control Class

No	Respondents	Pre-test	Post-test
		Score (X)	Score (X)
1	H	84	84
2	DB	56	60
3	A	48	60
4	F	56	60
5	RR	48	60
6	IS	48	70
7	A	48	48
8	AL	84	84
9	AR	40	60
10	LR	40	56
11	DL	44	56
12	J	40	60
13	NS	68	70
14	HP	44	60
15	AP	68	70
16	FA	40	60
17	FA	32	56
18	SA	32	60
19	LAPR	40	60
20	ARST	68	70
Total		1.028	1.264

APPENDIX C

Group Statistics of pre test in experimental class and control class

	group	N	Mean	Std. Deviation	Std. Error Mean
score	pretest1	20	51.7000	13.30255	2.97454
	pretest2	20	51.4000	15.47970	3.46137

Independent Samples Test of pre test in experimental class and control class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
				F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
		Lower	Upper							
score	Equal variances assumed	.017	.897	.066	38	.948	.30000	4.56387	-8.93908	9.53908
	Equal variances not assumed			.066	37.159	.948	.30000	4.56387	-8.94595	9.54595

APPENDIX D

Group Statistics of pre test and post test in experimental class

	group	N	Mean	Std. Deviation	Std. Error Mean
score	pre test	20	51.7000	13.30255	2.97454
	posttest	20	70.5000	3.83200	.85686

Independent Samples Test of pre test and post test in experimental class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	61.272	.000	-6.073	38	.000	-18.80000	3.09550	-25.06651	-12.53349
	Equal variances not assumed			-6.073	22.132	.000	-18.80000	3.09550	-25.21745	-12.38255

APPENDIX E

Group Statistics of pre test and post test in control class

	group	N	Mean	Std. Deviation	Std. Error Mean
score	pre test	20	51.4000	15.47970	3.46137
	post test	20	63.2000	9.00058	2.01259

Independent Samples Test of pre test and post test in control class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
score	Equal variances assumed	5.661	.022	-2.947	38	.005	-11.80000	4.00395	-19.90556	-3.69444
	Equal variances not assumed			-2.947	30.529	.006	-11.80000	4.00395	-19.97121	-3.62879

APPENDIX F

Group Statistics of post test in experimental class and control class

	Group	N	Mean	Std. Deviation	Std. Error Mean
score	post test experimental class	20	70.5000	3.83200	.85686
	post test control class	20	63.2000	9.00058	2.01259

Independent Samples Test of post test in experimental class and control class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	9.454	.004	3.337	38	.002	7.30000	2.18740	2.87183	11.72817
	Equal variances not assumed			3.337	25.669	.003	7.30000	2.18740	2.80090	11.79910

APPENDIX G
LESSON PLAN
1st until 10th MEETING

Subject : Vocabulary
 Class : VIII SMP/MTs
 Material : Vocabulary of daily activities
 Time Allocation: 2 x 40 minutes (80 minutes) / meeting.

A. STANDARD COMPETENCE

1. Students are able to understand the vocabulary.

B. BASIC COMPETENCE

1. Students are able to use the vocabulary.

C. PROCEDURE

- a. Teacher shows to the students about the vocabulary materials.
- b. Teacher explains the rule of the teaching and learning activities.
- c. Teacher shows the teaching and learning media (picture, realia, ect)
- d. Teacher explains 10 number-rhyming pairs (e.g., one is bun, two is a shoe, and so on).
- e. Teacher asks the students to learn the 10 number-rhyming pairs.
- f. Teacher gives a picture or asks the students to visualize and remember/memorize the item linking the rhyming words.

D. MATERIALS

1st until 2nd Meeting (list your daily activity)

1. win
2. tour
3. try
4. pour
5. fly
6. mix
7. open
8. eat
9. find
10. lend

3rd until 4th Meeting

1. run
2. show
3. cry
4. pour
5. give
6. stick
7. elephant
8. gate
9. define
10. twin

5th until 6th Meeting

1. blank
2. toe
3. trade
4. foal
5. file
6. sit
7. spend
8. wait
9. right
10. think

7th until 8th Meeting

1. bunk
2. toe
3. trail
4. fox
5. fig
6. sweet
7. explain
8. guide
9. line
10. hen

9th until 10th Meeting

1. bone
2. true
3. tribe
4. force
5. Village
6. icy
7. stone
8. egg
9. resign
10. tend



APPENDIX H

Pre-test

Nama :

Kelas :

Choose the correct word to complete the sentence below!

stick	throws	fly	pours	elephant	runs	
give	cries		egg	line	hen	shows
want	forget		tris			

- 1 The ... has big body.
2. The little girl ... all day.
3. The ... has two chicks.
4. I ... to buy shoes today.
5. Ifa ... a stone into the river.
6. Ani ... some water on the floor
7. The ... is made from bamboo.
8. Bayu buys an ... in the market.
9. Baim draws a ... in his book.
10. Adi ... the result of examination.
11. I ... to buy a fork for my sister.
12. There are many bees on the tree.
13. My brother ... to climb the mango tree.
14. Rita ... toward her grandmother's house.
15. Father ... me some water for flush the fire.

Choose the closed meaning of the underline word

1. You are a good student.
a. Handsome b. Smart
2. I am watching amazing movie.
a. Scary b. Fantastic
3. Your answer is wrong.
a. Respond b. Mistake
4. Agnes are a beautiful girl.
a. Pretty b. Ugly
5. Iva has a big body.
a. Large b. Wide
6. Melissa cuts her hair.
a. Crop b. Clip
7. The boy has dark skin.
a. Black b. Brown
8. The end of the story is happiness.
a. Finish b. Last
9. English is important language
a. Essential b. Sideline
10. The students' answer is mostly right.
a. True b. Incorrect

APPENDIX I

Post test

Nama :

Kelas :

Choose the correct word to complete the sentence below !

loves	sweet	information	broken
borrow	live	guide	use
spend	visit	tell	sits
move	waits	manages	

1. My car is.
2. Sinta. her parents.
3. My face is as ... as sugar.
4. The car was on the
5. My son on the chair.
6. I the internet every day.
7. I will you about my secret.
8. I will the exhibition of paintings
9. Ani some books in library.
10. My father ice factory in Jakarta.
11. I am watching Tv every day to get
12. Lian and jhon their money for holiday.
13. I ... on AP. Pettaranistreet number 8.
14. I am joining the gymnastics of the book.
15. Jessica ... her friend in front of the class.

Choose the closed meaning of the underline word!

1. My teacher explains the material clearly.
a. Defines b. Speaks
2. The police kills a teroris.
a. Shoots b. Destroys
3. Novi puts her books on the table.
a. Places b. Throws
4. Your answer is wrong.
a. Right b. Incorrect
5. I have a trouble in my english subject.
a. Mistake b. Difficulty
6. I think you are angry to me.
a. Assume b. Guess
7. Slank is a popular music band.
a. Famous b. Amazing
8. The little boy is my brother.
a. Short b. Small
9. My friend has a new mobile phone.
a. Fresh b. Modern
10. Malino is very icy place.
A. Comfortable b. Cold

APPENDIX J

Documentation





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 4737/S.01P/P2T/04/2017
Lampiran :
Perihal : Izin Penelitian

KepadaYth.
Bupati Gowa

di-
Tempat

Berdasarkan surat Dekan Fak.Tarbiyah dan Keguruan UIN Alauddin Makassar Nomor : T.1/TL.00/3734/2017 tanggal 03 April 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **NOVITA LIANY WIJORSE**
Nomor Pokok : 20400112155
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. H. Yasin Limpo No. 36, Gowa

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE USE OF PEGWORD IN TEACHING VOCABULARY AT THE SECOND GRADE OF SMP GUPPI SAMATA "

Yang akan dilaksanakan dari : Tgl. **17 April s/d 16 Mei 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 11 April 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu



A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Dekan Fak.Tarbiyah dan Keguruan UIN Alauddin Makassar
2. *Pertinggal.*

SIMAP PTSP 11-04-2017



Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://p2tbkpmmd.sulselprov.go.id> Email : p2t_provsulsel@yahoo.com
Makassar 90222





**YAYASAN PESANTREN PEMBANGUNAN
MA'HAD MANAHILIL ULUM GUPPI TK.I SULAWESI SELATAN
SMP PST. GUPPI SAMATA**

Alamat: Jl. H.M Yasin Limpo Kel. Romang Polong Kec. Somba Opu Kab. Gowa Telp 081343810064

SURAT KETERANGAN PENELITIAN
NOMOR: 18/PPMU/GUPPI/SMP/V/2017

Yang bertanda tangan di bawah ini, Kepala SMP GUPPI Samata menerangkan bahwa:

Nama : **NOVITA LIANY WIJORSE**
Tempat/Tgl. Lahir : One Malangka, 20 November 1994
NIM : 20400112155
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Benar yang bersangkutan telah melakukan penelitian di SMP PST. GUPPI Samata dengan Judul:

"THE USE OF PEGWORD METHOD IN TEACHING VOCABULLARY AT THE SECOND GRADE OF SMP PST. GUPPI SAMATA"

Penelitian dilakukan sejak April s/d Mei 2017. Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya

Samata, 24 Mei 2017

Kepala Sekolah,

AMRI S.Pd., MM

NIP. 19810616 200501 1 005



CURRICULUM VITAE



The researcher, Novita Liany Wijorse, was born on November 20th, 1994 in Onemalangka Selayar Regency, South Sulawesi. She has 1 brother and 1 sister. She is the first child of Benny Wijorse and Dahlihah. The big motivation of her is her parents.

In 2000, she started her education in SDN Bonerate Selayar Regency and graduated in 2006. She continued her study in SMPN 1 Benteng Selayar Regency and graduated in 2009. Then she continued her study in SMAN 1 Benteng Selayar Regency and graduated in 2012.

In next years, she continued her study at State Islamic University (UIN) Alauddin Makassar 2012.

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